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judgment. For example, the order of Lessons V-XIV was necessitated, probably, by the fact that the authors arranged their topics as they occurred in the text of Cicero. Still, it would have served to fix the logical development of the constructions in the mind of the pupil, if they had treated in successive lessons, first the Volitive Subjunctive, including the Hortatory, Jussive, Prohibitory, Concessive and Deliberative, then the Substantive Clauses developed from the Volitive, those introduced by *ut* and *ne*, *quin* and *quominus*, and verbs of fear, ending with Clauses of Purpose and Imaginary Conditions. In this connection it is well to note that the authors have not helped matters much by using the expression "Substantive Clauses of Desire" to designate the clauses depending on verbs of commanding, etc., in place of the more usual term, Substantive Clauses developed from the Volitive; for the young student will consider that these clauses are derived from the Optative, just as they are now apt to think that the term Volitive implies wish.

As has been already noted, in almost every case the rule is followed by a short example. For the sake of completeness, an example should be added in the following instances: on page 18, of the Volitive Subjunctive expressing a command in the second person; on page 22, of the Indicative introduced by *antequam*, etc.; on page 33, of the use of *oportet* and *debeo*; on page 37, of the use of the dative with the Second Periphrastic Conjugation.

Moreover, in a few other places a slight change or addition seems necessary. On page 25, the learner should be told that the negative used with Clauses of Proviso is *ne* (except in later Latin). In Lessons XV and XVI, the treatment of Indirect Discourse would be more clearly understood by the student, if the Latin of the examples had been given in the direct as well as in the indirect form. While the choice of case constructions is on the whole good, it is questionable whether it was wise to include the Genitive with Verbs of Accusing, etc., and the Genitive with *refert* and *interest*, as, according to the statistics compiled by Mr. Lee Byrne, each of these constructions occurs only three times in the Latin usually read in the High School.

In conclusion, as we said before, the book is a good one, and in its clear and concise presentation reminds us of that old friend of our school days, Jones's Latin Composition.

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#### SANNAZARO'S INTERPRETATION OF VERGIL'S FOURTH ECLOGUE

Students of Vergil's 'Messianic' Eclogue may be interested in a passage of Jacopo Sannazaro's *De Partu Virginis*, which gives the song of the shep-

herds who came to worship the infant Saviour. The poem was first printed at Naples in 1526. I quote the passage (3.197-232) from the Aldine edition of 1535:

Hoc erat, alme puer, patriis quod noster in antris  
Tityrus adtritae spreuit rude carmen auenae,  
Et cecinit dignas Romano Consule sylvas.

Vltima Cumaei uenit iam carminis aetas:  
Magna per exactos renouantur secula cursus.  
Scilicet haec Virgo est, haec sunt Saturnia regna:

Haec noua progenies coelo descendit ab alto,  
Progenies, per quam toto gens aurea mundo  
Surget, & in mediis palmes florebit aristis.

Qua duce, siqua manent sceleris uestigia nostri,  
Irrita perpetua soluent formidine terras:

Et uetitum magni pandetur limen olympi:  
Occidet & serpens, miseros quae prima parentis  
Elusit, portentificis imbuta uenenis.

Tunc deum uitam accipies? diuisque uidebis  
Permistos heroas, & ipse uideberis illis?

Pacatumque reges patriis uirtutibus orbem?  
Adspice felici diffusum lumine coelum,  
Camposque fluuiosque ipsasque in montibus herbas.

Adspice, uenturo laetentur ut omnia seculo.  
Ipsae lacte domum referent distenta capellae

Vbera: nec magnos metuent armenta leones:  
Agnaque per gladios ibit secunda nocentis:  
Bisque superfusos seruiabit tincta rubores.

Interea tibi parue puer munuscula prima  
Contingent, ederaeque, intermistique corymbi.

Ipsa tibi blandos fundent cunabula flores:  
Et durae quercus sudabunt roscida mella:  
Mella dabunt quercus: omnis feret omnia tellus.

At postquam firmata uirum te fecerit aetas,  
Et tua iam totum notescent facta per orbem:  
Alter erit tum Tiphys, & altera quae uehat Argo  
Delectos Heroas: erunt etiam altera bella:

Atque ingens Stygias ibis praedator ad undas.

Incipe parue puer risu cognoscere matrem,  
Chara dei soboles, magnum coeli incrementum.

THE JOHNS HOPKINS UNIVERSITY. W. P. MUSTARD.

Mr. S. S. McClure, the publisher, is giving an account of his life, in a serial article entitled *My Autobiography*, in *McClure's Magazine*. In the installment for December, 1913, he has a paragraph about Greeks, which, coming as it does from a 'practically' successful man, we are glad to reproduce:

A word about the college curriculum. Four-fifths of the students at Knox then took the old-fashioned classical course, in which Greek was obligatory. This course still seems to me the soundest preparation a young man can have, and I still feel that Greek was the most important of my studies. During the years that he reads and studies Greek a boy gets certain standards that he uses all the rest of his life, long after he has forgotten grammar and vocabulary.

I enjoyed Greek and mathematics more than any other subjects I took at College, and Homer more than anything else we read in Greek. After I began Homer, I used always to give four hours to the preparation of the next day's lesson, my best study hours, too—from six to ten in the evening. I looked forward to those hours all day. I went so far as to write out a vocabulary of the first book of Homer, giving, with the help of Liddell and Scott and Curtius' Etymological Dictionary, the Latin, German, and English equivalent of each word. This exercise made the succeeding books easy reading.

### A PROGRAM AND EXHIBIT OF UNUSUAL INTEREST

At the recent meeting of the Pennsylvania State Educational Association, held in Pittsburgh, December 29-30, the section of the classical languages met in conjunction with The Classical Association of Pittsburgh and Vicinity. The attendance was large, representing practically every district of the state. The program was designed to meet the needs of High School teachers and proved especially helpful and suggestive. A classical tour was arranged: the Carnegie Museum was visited under the direction of Mr. M. E. Hutchinson of the University of Pittsburgh. The following departments were inspected: (a) Hall of Architecture, (b) Hall of Sculpture, (c) Hall of Bronzes. The program follows: Important Factors in the Teaching of First Year Latin, Miss Dena Bard, Fifth Avenue High School, Pittsburgh; Second Year Latin in its Relation to English, Mr. Ell S. Day, McKeesport High School; The Personality of Cicero, Mr. Charles McMullen, Boys' High School, Lancaster; Virgil as a Humanist, Miss Martha C. Thatcher, Williamsport High School.

Through the courtesy of the Peabody High School of Pittsburgh an extensive collection of models and antiquities was displayed, illustrating Latin as well as Greek and Roman history. The models were made by Latin students at Peabody through the cooperation of the Manual Training department, and form a part of the permanent equipment of the language and history departments. This school possesses an exceedingly valuable and representative museum of classical antiquities and models. Beside a well-chosen collection of genuine silver and bronze coins of the Republic and the Empire, representing the periods of the High School authors, the museum has recently acquired a group of small antiquities from Rome, such as the *lekythos*, *alabastron*, *stilus*, *brooch*, etc. The collection of student models and replicas is most complete, including a *tabella*, papyrus roll, Roman mill, *fascies*, etc., together with accurate models illustrating the Roman art of war, such as the *ballista*, covered battering ram, *gladius*, *pilum*, *scutum*, *falx muralis*, *pluteus*, *turris ambulatoria*, Caesar's bridge, etc. The collection also includes the Thompson art charts for a

detailed study of the history of Greek and Roman art, together with well-selected sets of lantern slides illustrating Caesar, Vergil and Roman private and public life.

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### NEW YORK STATE CLASSICAL TEACHERS' ASSOCIATION

The annual meeting of the New York State Classical Teachers' Association took place at Syracuse, December 30-31 last. The attendance was gratifying. The program was as follows:

The Classics in English Education, Rev. James Empringham; The Outlook of Latin, Professor C. C. Bushnell, Syracuse University; Caesar's Preliminary Knowledge of Gaul, A. T. Otis, Genesee Wesleyan Seminary, Lima, N. Y.; Illustrative Material for Classical Teachers from the Field of Greek Art, Professor H. A. Hamilton, Elmira College; The Service of Latin in Other Subjects of the High School, Dr. Mason D. Gray, East High School, Rochester; The Cultural Value of the Classics, Professor Lane Cooper, Cornell University; The Literary Merit of the *Mosella* of Ausonius, J. P. Behm, Central High School, Syracuse; The Original Elements in Roman Sculpture, Professor P. O. Place, Syracuse University; Suggestions for First Year Latin, E. F. King, High School, Fulton; Pedagogical Suggestions, Professor Thomas W. Dickson, Syracuse University; The Conservation of Greek, Professor H. H. Yeames, Hobart College; Greek Legend and Archaeology, Professor Mitchell Carroll.

The program was well conceived and well carried out. The best feature of the meeting, however, was the Exhibition of the Relation of Latin to Practical Life, lent by Miss Sabin; this made a deeper impression, gave more valuable information, and reached more people than any ordinary paper or address could have done. From early morning till late in the evening notebooks were busy jotting down telling arguments and choice bits of evidence for future use in convincing doubting Thomases of the present value of the study of the Classics. And the best part of it all was that the busiest wielders of pen and pencil were not to be found among the classical teachers but rather among the academic and elementary principals who were in convention in the same building with the Classical Association. So a great deal of genuine missionary work was done, in a quiet way, which should bear fruit in greater interest in the Classics throughout the State and should do much to stem the tide of blind antagonism to Latin and Greek.

The officers for the current year are as follows:

President, Professor John Ira Bennett, Union College, Schenectady; 1st Vice-President, Dr. Mason Dewitt Gray, East High School, Rochester; 2nd Vice-President, Willis Galloway, Geneva; Secretary-Treasurer, Joseph P. Behm, Central High School, Syracuse.—Advisory Council: Professor John Greene, Colgate University; D. S. Dwight Arms, New York State Education Department; Professor Edward Fitch, Hamilton College; Professor H. A. Hamilton, Elmira College; Professor Perley O. Place, Syracuse University; Principal E. L. Merritt, Gloversville; Miss Anna Jones, Utica Free Academy; Principal M. Jared Scudder, Scudder Collegiate School, New York City. JOSEPH P. BEHM, Secretary.